First 5 - Placer Demographics

Organization Name Chana High Child Development Program Time Period **From:** 8/17/2005 **To:** 11/15/2005 Total Number of Children Prenatal Through 5 N = 17 Served During This Time Period Continuina New Unknown Total (%) n (%) n (%) (%) n n Sex Males 3 (18)3 (18)6 (35)**Females** 4 (24)1 (6)5 (29)Unknown 6 (35)6 (35)Age **Prenatal** 6 (35)6 (35)4 (24)5 (29)< 1 1 (6)1 2 (12)2 (12)2 3 3 (18)(18)3 1 (6)1 (6) 4 5 Unknown Race / Ethnicity Alaskan Native / American Indian (6) 1 (6)1 Asian Black / African American 1 (6)1 (6)4 2 Hispanic / Latino (12)2 (12)(24)**Pacific Islander** 7 White 4 (24)(41)(65)11 Multiracial Other Unknown

Date: 11/15/2005

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[&]quot;Existing" includes children who were served during a previous reporting period and continue to be served during the present reporting period.

[&]quot;New" includes children who were not served during a previous reporting period.

[&]quot;Unknown" includes children for whom it could not be determined whether or not they had been served by the program before. Percentages may not add up to 100% due to rounding.

Chana Parenting Program Outcome Anecdotes

Outcomes:

 Pregnant and parenting teens and young adults served by Chana's parenting program are supported with education, developmental opportunities, and parenting skills resulting in children 0-5 who are healthy and meeting appropriate developmental milestones.

Question: How has the Chana parenting program helped children to be healthy and meet appropriate developmental milestones?

Supported with education

In the 2004-2005 school year we had 6 parents graduate and 1 complete the GED. All seven of the parents expected to return to Chana High School for the 2005-2006 school year have returned and are making progress towards graduation.

Supported with education / parenting skills

We use the most recent research to define an infant and use that information as a base for our parenting instruction. An infant is a curious motivated pre-programmed learner who is desperately in need of trusting and secure relationships as the base for both independent and interactive learning.

(Parent 1 *photo*) Responsive relationships are fundamental to brain development and learning during infancy. This young mom-to-be is learning to use daily routines to form a responsive relationship with children. We teach our pregnant and parenting teens to make each moment count when caring for children. Trust and security are the foundation for learning so we encourage the parents to respond immediately to their child's cries in a very nurturing and loving way and to talk to the infant about what he or she needs not just treat them like an object. We cover these issues in parenting class but the most powerful learning happens in the child development center when the parent practices these new skills and we are able to observe and give positive feedback.

 Developmental significance: Communication--baby repeats sounds, reciprocal responses as baby makes different sounds Personal-Social/Emotional; This is an example of interactive learning.

Education, parenting skills, developmental opportunities

Parent 2 is the parent of a high energy 2 year old. Even though he is high energy he has always been an easy child until recently when he began asserting his will through tantrums when he was being put in the car seat. He would refuse to get into seat by stiffening up and then it would escalate to the point he would be out of control, kicking and screaming. Parent 2 was very frustrated and would ask for help getting him in the seat. We gave her some pointers that solved the problem almost immediately. First and foremost we told her to prepare him in advance for a change. He has a particular problem adjusting to any sort of change in routine. He needed to know in advance that they would be leaving and he would have to ride in his car seat. That needed to be said to him early and several times before he actually went into the seat. We also told her not to force him into the seat when he was out of control but to take him out, be with him by holding and rubbing his back and talking softly about what they were going to do and pay attention to his verbal and nonverbal cues before trying to get him into the seat. This way he feels loved and respected and he is learning self control. She is learning to be a more responsive parent. It is working.

 Developmental significance: Communication--using words, following directions Social Emotional—self control

Developmental opportunities

Child 1 entered school this year crawling and trying to pull up. He has been very motivated to walk and by October he was walking very well. He is scoring very high in his motor skills and has devoted most of his energy to walking. When doing his Ages and Stages Questionnaire it became evident that he was borderline in problem solving skills and personal social skills. We have adjusted his learning activities to include problem solving opportunities such as a no fail puzzle, sorting toys, and more time with crayons. We are also adding more social games such as rolling ball back and forth, playing with babies by feeding and modeling play cooking and feeding, and encouraging him to help with his dressing. I am confident his scores will improve now that he has mastered walking and he is able to focus on other areas.

Developmental opportunities, parenting skills

Child 2 has excellent communication skills and social skills. We have been working with her to make the transitions easier when mom leaves and it is improving each time. There are some custody issues and difficulties between parents that may make her fearful of Mom leaving. We continually reassure her and talk to her about how mommy is doing school work but is still thinking of Child 2, holding her in her heart. Mommy will be back. Now if she cries when mom leaves she stops as soon as the door closes and starts playing. When doing her ages and stages we realized we had not offered her the opportunity to do lacing so we have added that to her learning plan. We spend as much time as they want with the manipulatives playdough, and blocks each day. We let the 2 year olds decide how much time they want to sit at the table with these sorts of tasks.

Developmental opportunities, parenting skills

Child 3 returned this year as a 10 month old and was very fearful of mother leaving. He is from a Spanish speaking household and after the summer break he seemed to not remember us or our strange language. I had his mother spend the first two or three days in the center to give him extra support while he developed a new relationship with us. I sat on the floor with him and his mother and just let him play and get used to me. When he seemed ready I offered games to him such as rolling the ball back and forth, playing pat a cake, singing songs, and playing peek a boo. He warmed up to me and after the first week he would come to me smiling and wave bye-bye to mom when she left. We feel that taking the extra time to make him secure and comfortable with mother leaving has a big payoff in the end. He feels safe and secure so he is free to explore and learn.

Developmental opportunities

Child 4 is a 16 month old with very good communication skills. When we realized she had a strong understanding of straightforward questions and could speak quite well we began some playing games with her to help her learn her body parts. A favorite is the song Head and Shoulders ... She at first pointed to the parts as we sang them but in less that 2 weeks she was saying head, eyes, ears, mouth and nose when we sang. She likes music and responds with dancing and clapping and jumping according to directions. We use the CD from Musikgarten each day.

Healthy

Child 5 is new to our program. He came with breathing difficulties so we immediately got his mother connected with a local doctor. Child 5 was diagnosed with asthma. We help by giving him his breathing treatments two times during the day so his mother can go to class. He is otherwise doing very well developmentally. We are able to provide transportation support to get Child 5 to his doctor's appointments and to fill prescriptions. We also provide transportation to and from school when the weather is too cold or wet for walking.

Meeting appropriate developmental milestones

Within the first two week of a child entering our program I do a developmental inventory to check for competencies. I will spend time observing them and do the inventory over several days. I use both a check off box when they have met a milestone and a comment box for notes if they need additional work in a certain area. I use this inventory form monthly or sooner if they meet a significant milestone that I want to record the exact date. I also transfer information from our daily log to these forms.

We have a daily developmental observation form that is kept in a central location and is available for parents to look through. Each child has a page. Not only does the staff record observations in this record book. We also encourage parents and students to write observations.

We assist the teen parents in doing the Ages and Stages Questionnaires. This is done 2 or 3 times per year. It is often difficult to accomplish this if the teen parents has a poor attendance record or drops in and out of the program during the year.

Our center is set up as an infant/toddler program. We try to have a wide variety of developmentally appropriate toys, manipulatives, and spaces set up for the child's individual needs and to encourage exploration. We use our experience, education, and developmental inventories in planning the learning opportunities we set up.

First 5 - Placer ASQ Summary

ID	Sex	DOB	Age	Race / Ethnicity	Which Test?	Communication	Gross Motor	Fine Motor	Problem Solving	Personal - Social	Above cutoff	Below cutoff	Boderline
J.J.	M	9/7/2003	2yr	W	24mo	60	60	55	45	45	5	0	0
R.C.	М	5/29/2005	5mo	Н	4mo	60	60	60	60	60	5	0	0
B.A.	М	11/21/2004	11mo	Н	12mo	45	60	55	25	25	4	0	1
G.S.	М	5/21/2005	5mo	W	4	55	60	50	60	60	5	0	0
K.W.	F	10/6/2003	2yr	W	24mo	60	60	50	50	50	5	0	0

First 5 - Placer 11/15/2005

First 5 - Placer Outcomes Screening Analysis - Initial Screening Data

		Organization Name	Chana Parenti																				
	Age at Outcomes Screening Indicators															<u> </u>							
ID	Sex	Race / Ethnicity	Screening	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	М	Н	0.8	5	5	5	5	4	4	4	4	4	4	5	5	4	4	4	4	4	5	5	5
2	М	Н	0.9	4	5	4	5	4	4	3	4	4	4	4	5	4	4	4	4	4	5	5	5
3	М	Н	0.3	4	5	5	5	4	4	3	4	4	4	4	4	4	4	4	4	4	5	4	4
4	М	W	2.0	4	5	5	4	4	4	3	5	4	4	4	5	4	4	4	5	4	5	4	4
5	М	W	0.4	4	5	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4
6	F	W	0.1	4	5	4	5	4	4	3	5	5	5	4	5	4	4	4	5	4	5	4	4
7	F	W	1.5	5	5	5	4	4	4	3	5	4	4	4	5	4	4	4	4	4	4	4	4
8	F	W	1.9	4	5	3	3	3	5	3	5	5	5	4	4	4	5	4	4	4	5	4	4
9	М	W	0.1	4	4	5	5	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4
10	F	W	1.2	4	4	4	4	4	5	3	4	4	4	5	5	3	4	4	5	4	4	4	4
11	F	W	3.8	4	3	4	4	3	4	4	4	4	4	4	3	3	4	4	3	4	4	3	4

First 5 - Placer Outcomes Screening Analysis - Initial Screening Summary

Organization Name Chana Parenting Program 11 Number 5 2 1 SAFE 1. Cared for, protected, and receiving the necessities 2 9 2. Free of indicators of physical, sexual, or emotional 8 2 abuse. 1 3. Not at risk of injury or illness. 5 5 1 4. Demonstrates appropriate self-comforting behavior. 6 4 1 **HEALTHY** 5. Free of disease or illness; or, disease or illness 9 2 medically managed. 6. Receiving nutritious foods to meet daily needs. 2 9 7. Free of exposure to illicit drugs, alcohol, tobacco, and other environmental hazards. 7 4 7 8. Engages in unrestricted play time. 4 9. Achieving appropriate level of physical development. 2 9 10. Achieving appropriate level of emotional 2 9 development. AT HOME 11. Living in a safe, stable, and nurturing 2 9 environment. 12. Interacting appropriately with all other persons at 2 current residence. 8 1 **LEARNING** 13. Participating in a learning environment with 9 2 appropriate interactive enrichment activities. 14. Achieving appropriate level of learning 1 10 development. 15. Achieving appropriate level of speech development. 11 16. Experiencing age-appropriate social relationships 7 with other children. 3 1 PARENT/CAREGIVER 17. Participating in a formal or informal family support network. 11 18. Experiencing a positive relationship with the child. 8 3 19. Engaged in positive parenting and child 2 development practices. 8 1 20. Satisfied with their knowledge of and ability to foster the child's development. 2 9

Percents may not add up to 100 due to rounding.